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Course Profiles

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English

Course Profile

English

Grade 12
Workplace Preparation
ENG4E

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• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Spring 2002

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Acknowledgments

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Course Overview
English, Grade 12, Workplace Preparation

Policy Document: *The Ontario Curriculum, Grades 11 and 12, English, 2000.*
Prerequisite: English, Grade 11, Workplace Preparation

Course Description

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will study informational texts and literature from various countries and cultures; write summaries, reports, résumés, and short essays; complete an independent research project; and explain the connections among media forms, audiences, and media industry practices. An important focus will be on using specialized language related to the workplace accurately and coherently in appropriate contexts.

How This Course Supports the Ontario Catholic School Graduate Expectations

The English Grade 12 Workplace Preparation course continues the journey embarked upon in the Grade 11 Workplace Preparation course. This course, leading to graduation and employment, focuses on a personal mission, or calling, to share skills and gifts. Its emphasis on employability skills relative to Christian vocation leads students "to develop their God-given potential and make meaningful contributions to society" (CGE 5h and c). The activities are meant to bring success to students who bring a wide range of skills and gifts. As students progress in the course, they move from writing sentences to paragraphs, essays, reports, and, finally, the independent research project. In Unit 1: Blueprints, students are challenged to focus on their career choices and prepare to build their own destinies, being open to God's spirit which anoints and guides them in making choices in their lives (Luke 4:18). In Unit 2: Foundations, students are encouraged to create rich foundations based on the gifts God has given them. The emphasis is on moral character; students analyse what constitutes moral character and how it is shown in media, the community, informational texts, and literature. In Unit 3: Building Connections, students work together to achieve common goals and tasks, and to write a report. In Unit 4: Tools, Rules, and Building Blocks, students hone the skills they need for the workplace; they role-play phone calls and analyse and create media and business writing. In Unit 5: Open for Business, the course culminating activity, students complete an independent research project, acting as the communications manager of a small business. Throughout the course, students are motivated to develop and share their gifts, for, as Nelson Mandela said, "We ask ourselves: 'Who am I to be brilliant, gorgeous, talented, fabulous?' Actually, who are you not to be?... We were born to make manifest the glory of God that is within us. It's not just in some of us; it's in everyone. And as we let our own light shine, we unconsciously give other people permission to do the same."

Course Notes

- Course materials, language, and discussions are inclusive and reflect the diverse nature of the classroom and the workplace in Ontario.
- In discussing workplace issues, students should be encouraged to consider racial, ethnocultural, socio-economic, and gender perspectives.
- The teacher addresses the needs of students with physical and developmental challenges. The teacher should be aware of students' diverse learning needs, lead students to develop their own understanding of their learning styles, and vary activities and teaching strategies to meet those needs. Students may need extra assistance in working with the media used in the course (e.g., digital camera, Internet, video camera, etc.).

- This course may be taught in conjunction with co-op placements; activities can relate to students' experiences. Students can job shadow (see 3.1.3 and 1.2 of *Cooperative Education and Other Forms of Experiential Learning*).
- The teacher is a guide, assisting students to discern and develop their personal missions and develop their employability skills relative to their Christian vocation.
- Grammar, punctuation, spelling, and vocabulary are taught and reinforced throughout the course.
- The teacher must ensure that appropriate public viewing licences are obtained prior to showing media.
- Students must be instructed on the ethical use of the Internet.
- Literature should be high interest and relevant, increasing students' desire to read.
- This course makes use of the community (e.g., mentors, guest speakers, and libraries).
- The use of computers would greatly add to the attainment of the expectations, particularly in researching and for creating graphs, charts, and writing assignments.
- Students keep a vocabulary glossary of new words and terms learned throughout the course. Students also keep response journals (emphasis on enjoyment, analysis, and comprehension).
- Students use all stages of the writing process (including self-evaluation, peer evaluation, and conferences).
- Students must be instructed to accept "no comment" as a valid answer to any question, and to respect that people may choose not to respond at all to surveys and questionnaires.
- Teachers should be sensitive to the personal nature of the experience, and support students in avoiding disclosure and discussion of sensitive issues in the classroom context.
- Teachers and students should be aware that some resume-posting services are free, some charge a fee, and some may not be confidential. It is recommended that students use Industry Canada's National Graduate Register (http://www.schoolnet.ca/ngr) and Electronics Labour Exchange, Human Resources Development Canada (http://ele.ingenia.com).

Units: Titles and Times

* Unit 1	Blueprints	15 hours
Unit 2	Foundations	20 hours
Unit 3	Building Connections	20 hours
Unit 4	Tools, Rules, and Building Blocks	25 hours
Unit 5	Open for Business	30 hours

* This unit is fully developed in this Course Profile.

Unit Overviews

Unit 1: Blueprints

Time: 15 hours

Unit Description

Unit 1 establishes the overview of the course both spiritually and academically. Students think about their own callings and the missions they entail. Students are encouraged to prepare for the next stage of the journey, the workplace, and to see that everyone has a role to play and is precious in God's eyes because they share an intimate relationship with God, "carved on the palm of God's hand" (Isaiah 49:16). All of the units, beginning with this one, are blueprints leading to the culminating course activity (Unit 5), in which students create an independent research project on the public relations for a small business. In Unit 1, collaborative learning tasks, class discussions, and journal entries are used to focus

on the workplace environment. In the culminating unit activity, students create a personal mission statement that supports a positive working environment. With their mission statements, students include visual displays (photo essay, poster, or brochure) of the positive aspects of their chosen working environment or unacceptable negative behaviours for this environment.

Unit Overview Chart

Activity	Learning Expectations	Assessment Categories	Focus
1.1	LAV.01, LA1.02, LAV.02, LA2.01, LA2.02, LA2.03 CGE3f, 5e	Knowledge/ Understanding Thinking/ Inquiry Communication	Workplace Environment Introduction: Activity 1.1 sets the context for the course and establishes the roles of both the teacher and students in the learning process. Students work, in groups of three, to complete a concept definition map of the term *workplace environment*. Each triad establishes a leader, recorder, and reporter—a format used throughout the course. The class comes to consensus on key issues, such as the interconnectedness of people and various roles, policies, and expectations.
1.2	LAV.01, LA1.02, LAV.02, LA2.01, LA2.02, LA2.03 CGE1j, 1d, 3a, 3c	Knowledge/ Understanding Thinking/ Inquiry Communication	Positive and Negative Working Environments: The class discusses the specifics of a positive working environment. Each student reflects on and completes the cause-effect map for a personal reflection on a hostile workplace environment. Students meet in triads to share their perceptions. Students explore, in greater detail, the causes of the hostile environment through a reflective journal entry, cartoon panel, or storyboard. Students identify a workplace issue to explore in a short report in Activity 3.3.
1.3	LAV.01, LA1.01, LA1.02, WRV.03, WR3.03 CGE4f, 7a, 7b	Knowledge/ Understanding Thinking/Inquiry	Glossary of Terms: Students work in pairs to begin a glossary of vocabulary, including harassment, bias, discrimination, seasonal, diversity, socio-economic, environment, ethnicity, hostile, and culture. Students share their understanding of the terms as a class. In pairs, students look up the term *ethics* and then discuss the complexity of this term as a class. Students create a checklist of the traits of an ethical worker. The class discusses the role of the worker in promoting a positive, inclusive working environment. Students maintain a working portfolio, collecting examples of workplace issues. The portfolio is ongoing throughout the course and is used to create the report in Activity 3.3. Time is provided for students to comment on and present issues of importance.

Activity	Learning Expectations	Assessment Categories	Focus
1.4	WRV.05, WR5.04, LSV.01, LS1.01, LS1.03, LS1.05, LSV.03, LS3.01 CGE1g, 4g, 7f	Knowledge/ Understanding Thinking/ Inquiry Communication	Job Aspirations and the Work Environment: Students use tools to complete personality profiles and discover careers for which they are suited. Students decide on a workplace that they would like to enter. Students are encouraged to discern their understanding of their purpose or call in life that comes from God (CGE1g). Based on their choices, students work in triads to revisit the questions from Activity 1.1; students examine the workplace environment from the perspective of their chosen workplace (e.g., the 5 Ws and How). As a class, students can discuss the complexities of the environments. Using the Internet and personal connections, students find examples of mission statements and vision and identify their components. Students write personal journal responses that reflect on a company's need for a good mission statement, elements of a good mission statement, what is revealed in a good mission statement, and what is unique about the Canadian culture that is reflected in Canadian mission statements (CGE7f). Students analyse mission statements according to their essential elements: purpose, business, and values.
1.5	WRV.01, WR1.04, WRV.02, WR2.01, WRV.03, WR3.02, WRV.04, WR4.02, WRV.05, WR5.03, WR5.04, LAV.02, LA2.04, LSV.02, LS2.01 CGE2c, 4g, 5b	Knowledge/ Understanding Application Communication Thinking/ Inquiry	Performance Task (Unit 1 culminating activity): Mission Statement, Paragraphs, Visual Display, Oral Presentation, and Action Plan Students create a personal mission statement. They examine, in paragraph format, how their mission statement can be lived out in their career choice. Students create a visual display of their ideal future work environment. This display is presented orally to the class. Students create an action plan that outlines improvement of their communication skills; they add to this plan throughout the course.

Unit 2: Foundations

Time: 20 hours

Unit Description

This unit focuses on surveying and assessing foundations. A strong foundation is needed, for, as it says in the Gospel, "The rain fell, the floods came, and the winds blew and beat on that house, but it did not fall, because it had been founded on rock" (Matthew 7:25). Students are all unique gifts, and, together, they help build the Christian community. To understand their foundations, students are encouraged to look at their philosophies, attitudes, beliefs, interests, weaknesses, and strengths as they read and discuss literary and informational texts. In discussions and personal reflections, they can ask themselves, as people preparing to enter the workplace, "How do we embrace and support others? How do we witness our faith in living out our mission? What is success? How is the gospel definition of success different from what our world tells us success means? How will we handle ethical dilemmas?" Students review the concept of vocation from Grade 11 Workplace English, analyse what builds character, and assess the character necessary to be truly successful as individuals and as a society.

Unit Overview Chart

Activity	Learning Expectations	Assessment Categories	Focus
2.1	LSV.02, LS2.02, LSV.03, LS3.02, WRV.02, WR2.01, WRV.03, WR3.02, LAV.01, LA1.03, LA1.04 CGE1d, 1i, 2b, 2d	Knowledge/ Understanding Thinking/ Inquiry Communication	Literature: The class reads stories, plays, and poems dealing with issues that students identified as being of interest (Unit 1). The class examines the role of the characters' involvement in these issues. The teacher guides an analysis of how characters are revealed through the form/genre (e.g., in a play you judge the character through his/her relationships, but in a dramatic monologue you rely on the speaker her/himself). Through personal response journal entries, students focus on the characters' ethics and values as revealed through the decisions the characters make. The teacher reviews the essay as a writing form and the structure of an essay outline. Students then write a short familiar essay on characters' decision-making and the repercussions of the decisions. Students complete a vocabulary framework of this concept of character (moral strength) for their personal glossaries.
2.2	LSV.01, LS1.02, LS1.03, LS1.05, LAV.02, LA2.03 CGE2a, 2b, 3c	Knowledge/ Understanding Thinking/ Inquiry	Informational Texts: The class continues to examine decision-making and ethical values in informational texts that focus on the same issues students explored in literature. Students examine how conflict is resolved and how ethics are revealed in newspaper and periodical articles. Students consider the role the author or journalist takes in portraying the issue. Why is it important to consider the source? How does the source impact the reader's point of view? What bias is shown in the depiction of the issues?

Activity	Learning Expectations	Assessment Categories	Focus
2.3	LSV.01, LS1.01, LS1.03, LS1.04, LSV.03, LS3.01, LS3.03, WRV.01, WR1.01, WRV.03, WR3.01, LAV.02, LA2.01, LA2.02 CGE2a, 2b, 3c	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Annual Reports: The teacher provides an annual report from the community. Students examine it for format and ethical stance. The class then chooses three sectors from the community from which to attain annual reports, such as government, automotive, retail, food, etc. As a class, students outline the elements of the format of a letter of inquiry and of electronic mail. Together, the teacher and students create these forms to send to the identified businesses to attain copies of their reports. While the class waits for the information, students can identify companies that matter to them and that are from other countries. Students do Internet searches to investigate the companies' annual reports. Students create summary reports of their findings, beginning with a focus statement that identifies how the mission statement reflects the community or country's culture. When responses are collected from the three sectors, students examine, in groups, the ethical stance of each company as revealed in the report. They look at the company's mission statement, vision, and plan for growth. If the company is missing an element, students discuss what the element would add to the report. For instance, students ask themselves: Based on the reports, how would they define the mission or the vision of the company? The group meeting follows the protocol for a business meeting: a chair (leader), secretary (note-taker for minutes), and a timer. Students then work on and assess their listening and speaking skills (e.g., how to raise questions).
2.4	WRV.01, WR1.01, WR1.02, WR1.03, WR1.04, WRV.02, WR2.01, WR2.03, WRV.03, WR3.01, WR3.03, WRV.04, WR4.01, WR4.02, WR4.03, WR4.04, WRV.05,	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Performance Task (Unit 2 culminating activity) Students review the different annual reports and explore the role of the employee in supporting the business. The class discusses what makes a contributing employee. Students identify someone in their life who pursues excellence in her/his tasks and exemplifies the characteristics of a contributing employee, someone who they would like to emulate. Students interview and then write a profile of this mentor (see Appendix 1 – Profile Template). Students discuss the elements of an interview, which is, in fact, a good conversation. It is important to be prepared, but the true questions come out of active listening as follow-up questions in a discussion. Questions should not interfere with the conversation. Students record their answers in point form as they listen actively and critically.

Activity	Learning Expectations	Assessment Categories	Focus
	WR5.01, WR5.02, WR5.03, WR5.04, LAV.02, LA2.03 CGE2a, 2b, 3c		The teacher reviews the elements of the profile, such as headline, cut (picture), cutline (line of type under the picture), lead (introduction), body, and conclusion. Students extend their profile into a short essay or newspaper article.

Unit 3: Building Connections

Time: 20 hours

Unit Description

In this unit, students are encouraged to nurture their own and others' talents and strengths while working towards common goals. For, "Each person is called to live and build community. No self stands alone. Rather, the very nature of existence is social in terms of our relationship both with God and with others" (*Educating the Soul,* p. 14). Students read literary and informational texts that focus on the theme of community. Through their analysis of essay and report writing, students learn that each form has essential parts that work together to create meaning: introduction, body, and conclusion. Students develop their confidence and sense of responsibility as they work towards excellence in completing the tasks.

Unit Overview Chart

Activity	Learning Expectations	Assessment Categories	Focus
3.1	LSV.01, LS1.02, LS1.03, LS1.05, LSV.03, LS3.01, LS3.03, MDV.01, MD1.01 CGE2b, 2c	Thinking/ Inquiry Application Communication	Media and Literature: The class examines films (e.g., popular movies, biographies), fiction, non-fiction, drama, and poetry that focus on the individual's role in community building and the challenges and tasks faced in the workplace. In small groups, students examine the individual's roles and responsibilities. How did the individual's decisions allow him or her to become a contributing employee? Students explore the character's building of community in the workplace, through involvement, heart, and decision-making. As a class, students discuss how all contributions revealed in the literature, even small acts, are important. Students assess the explicit and implicit ideas, issues, and information, leading them to develop their skills in reading literary and informational texts. In personal response journals, students can reflect on contributions they have made to the overall good of their school and/or work community; as well, they reflect on opportunities for contributions that they missed (e.g., picking up and disposing of their own leftovers in the cafeteria, or not speaking up when a friend is maligned). Students write a poem, script, or narrative based on the quotation: "No self stands alone. Rather, the very nature of existence is social in terms of our relationship both with God and with others" (*Educating the Soul,* p. 14).

Activity	Learning Expectations	Assessment Categories	Focus
3.2	WRV.01, WR1.02, WR1.03, WRV.02, WR2.02, LSV.02, LS2.01, LSV.03, LS3.01, LS3.04 CGE5a, 5c	Knowledge/ Understanding Communication	Reports: In preparation for Activity 3.3, the teacher provides samples of different types of reports such as police, incident, safety, research, book, and news, etc. (Be sure to include reports with graphs and charts). Students point out the common layout and organizational features, such as introduction, body, conclusion, graphs, charts, headings, and illustrations. Students, in small groups, discuss and list the common features of a short report for the workplace. The teacher reviews the expectations for group work following the protocol for a business meeting. Then, as a class, students create a list of the elements of a report (see Appendix 2 – Common Elements of a Short Report for the Workplace, p.19).
3.3	WRV.01, WR1.02, WRV.03, WR3.01, WRV.04, WR4.03, WRV.05, WR5.01, MDV.01, MD1.03 CGE2e, 4e, 4f	Knowledge/ Understanding Thinking/ Inquiry Application Communication	Working Portfolio and Report Writing: Students access the material they have been collecting since Unit 1 on their identified issue, take a stand on the issue, and decide on their focus for the issue. Analysing their data, they decide where they need to do more research and how to obtain it. Students then write a short report on their topic (see Appendix 2). Students use charts and/or graphs to convey some of the information. Students use appropriate decision-making and time-management skills to determine the appropriate type of graph to chart their information.
3.4	LSV.02, LS2.01, WRV.02, WR2.02, WRV.03, WR3.01, WRV.04, WR4.01, WR4.03, WR4.04, WRV.05, WR5.01, WR5.02, WR5.04 CGE2c, 2d, 5g	Knowledge/ Understanding Thinking/ Inquiry Application Communication	Performance Task (Unit 3 culminating activity): Job Search Students use their understanding of material examined in this unit and explore how they can promote themselves in the job market. Students conduct an Internet search on various job sites to examine potential jobs or volunteer positions. Students can post electronic resumes. Students bring in any resumes, electronic mail correspondence, cover letters, or job portfolios they have done in the past (this course, other courses, and outside of school) and ask how their job package would change according to the job. Students identify three ads and write and format the appropriate correspondence. Students are encouraged to choose one position that uses their workplace communication skills. Students begin with a statement of purpose on each resume.

Unit 4: Tools, Rules, and Building Blocks

Time: 25 hours

Unit Description

Spirituality is an integral part of personhood. Discerning God's presence and call enables fulfillment, meaning, and ultimately success in work. As Jesus says, "I am the true vine, and my Father is the vine-grower. He removes every branch in me that bears no fruit. Every branch that bears fruit he prunes to make it bear more fruit... I am the vine, you are the branches. Those who abide in me and I in them bear much fruit" (John: 15:1-5). Just as God prunes and trims away those parts that hinder growth, students hone their skills and are led to attain excellence and integrity in their work. As students prepare to branch out into the workplace, they need to be familiar with workplace tools for business growth or for personal or community good. Every business has tools of the trade that become building blocks for success. Students focus on the standards of business writing, specifically promotional materials. They analyse business writing, role-play phone calls, and analyse media to gain the tools they need to complete Unit 5, the course culminating activity.

Unit Overview Chart

Activity	Learning Expectations	Assessment Categories	Focus
4.1	LSV.03, LS3.01, LS3.04, WRV.02, WR2.02, WR2.03, WRV.05, WR5.02 CGE2e, 3b, 4b	Knowledge/ Understanding Application Communication	Calling Cards: The teacher and students analyse business cards, letterhead, logos, and slogans from various charities and businesses in terms of colour, font size, style, and implicit/explicit meanings of symbols and messages. Students create calling cards to promote themselves. Students investigate what will make their calling cards stand out and be of value, such as a value statement. Calling cards are mini-resumes that can be attached to job applications. On index cards, students type their name, phone number, job objective, attributes, demonstrated abilities, and a brief list of skills. To protect privacy, the use of fictitious information such as telephone numbers should be acceptable.
4.2	LAV.01, LA1.01, LA1.03 CGE2a, 2d	Application Communication	Phone and Interview Protocol: The teacher continues to reinforce the importance of personal presentation. Students list the expectations for phone etiquette. If possible, another staff member such as the principal, co-op coordinator, or a department head comes in to offer tips on how to handle and give a job interview. In preparation, students create sample questions to pose to the guests about the kinds of interview questions that are asked and the responses the guests are looking for. Students then role-play job interviews with a partner, based on the jobs they chose in Unit 3. Emphasis is placed on appropriate word choice, language use, clarity, honesty, and sensitivity.

Activity	Learning Expectations	Assessment Categories	Focus
4.3	MDV.01, MD1.01, MD1.02, MD1.03, MD1.04, MDV.02, MD2.02 CGE2e, 3c, 3f	Thinking/ Inquiry Application Communication	Media Analysis: Students access appropriate samples of media, such as display advertisements, classified advertisements, radio commercials, television commercials, web pages, brochures, flyers, etc. Students discuss the ones they like or dislike and why, the ones their parents like or dislike and why, how they do or do not represent the gospel values and the quality of life, how they reveal bias (e.g., cultural, racial, religious, and gender, physically challenged), and their appropriateness for the target audience. In small groups, students analyse the elements found in each form (e.g., production techniques, language, etc.).
4.4	MDV.01, MD1.01, MD1.02, MD1.04, MDV.02, MD2.02 CGE2e, 3c, 4f	Knowledge/ Understanding Thinking/ Inquiry Application Communication	Performance Task (Unit 4 culminating activity) Students create, in their small groups, two promotional tools, such as a display ad, radio commercial, television commercial, and/or brochure, for a product or service they could provide in their chosen career paths for an identified target audience. Students use proper phone etiquette to contact a producer of the chosen media form, such as a radio station, television channel, newspaper, or printer, to investigate the potential costs involved in the promotion. Students present the products they created to the class, explain the potential economic challenges of their forms, and critique why or why not the forms they chose would appeal to their target audience.

Unit 5: Open for Business

Time: 30 hours

Unit Description

Once students have reached this final unit, they are reminded that God says: "I know your deeds—your love, and faith and service—as well as your patient endurance; I know also that your efforts of recent times are greater than ever" (Revelations 2:19). For many students, their educational path has been a long journey which has included many pitfalls; however, they are reminded that God says, "See I make all things new" (Revelations 21:5). Students put into practice the many hard-earned skills that they have developed, so that they are indeed "open for business." This unit is the course's culminating activity, an independent study. Students each prepare a proposal from their perspective as the communications manager of a small business which has been open for six months. Students create a research plan (including reading advertisements and conducting interviews). As well, they write a report for their business partners, with the following elements: an introduction that identifies the report's purpose and content (to propose a promotional package and the corporate communications needed for this company to succeed); the body of the report, with samples of a logo, letterhead, slogans, advertisements, and mission statement; and a conclusion recommending why this package will fit the company's needs. The report is submitted inside a folder that has the communication manager's business card as well as the company's name, logo, and slogan on top. The oral component is an interview with the teacher who challenges the student to explain why this report should be implemented. Students demonstrate the improvement of their skills as a result of the individualized action plans that they created in Unit 1.

Unit Overview Chart

Activity	Learning Expectations	Assessment Categories	Focus
5.1	WRV.01, WR1.01, WR1.04, WRV.05, WR5.03, LAV.02, LA2.05 CGE5b, 5d	Thinking/ Inquiry Communication Knowledge/ Understanding	Course Culminating Activity, Step One: The teacher explains the culminating activity. Students are challenged to focus on businesses that they would like to join, the business that fits their gifts and interests, contributes to the common good, and is in alignment with their personal mission statement. Students can refer to the career choice made in Unit 1. They write journal entries about their company (e.g., their vision, target audience, goals, and the gifts they and their team members will bring to this company).
5.2	WRV.02, WR2.01, WR2.03, WRV.04, WR4.02, WRV.05, WR5.02 CGE1d, 1g, 2c	Knowledge/ Understanding Application Communication	Step Two: Students create a mission statement, letterhead, logo, slogan, and business card. These items are part of the folder that holds their report.
5.3	WRV.01, WR1.01, WR1.03, WRV.02, WR2.01, LAV.02, LA2.01, LA2.02 CGE3c, 4b, 4f, 4g	Thinking/ Inquiry Application Communication	Step Three: Students create a research plan. First, they brainstorm, as a class, the communications needed to promote the businesses, e.g., slogans, ads, logos, brochures, flyers, and jingles. Students decide on the forms of communication that are best for their own business. Students, in teams, research the costs of the communications. Using Appendix 3 – Analysis of Promotional Communication Tools, students research and analyse the communications, in similar established companies, by means of interviews and Internet searches. Students compose questions for the interviews, conduct their interviews, gather samples, write the responses to their interview questions, implement their research plan, and record their findings. The completed Appendix 3 can be part of their report.
5.4	WRV.01, WR1.03, WRV.04, WR4.01, WR4.02, WR4.04 CGE2c, 2e	Thinking/ Inquiry Application Communication	Step Four: Each student analyses the findings from their interviews and web searches and decides what will work best for their own business. Students write two paragraphs. The first paragraph explains the promotional methods that would work best for their company; the second paragraph explains why the student ruled out the other forms. The paragraphs form part of the report.

Activity	Learning Expectations	Assessment Categories	Focus
5.5	LAV.02, LA2.03, WRV.03, WR3.01 CGE2b, 2d	Application Communication	Step Five: Students phone one provider of their top three recommendations for promotional methods (e.g., television and radio stations, printing companies, etc.) and find out the costs. They create a graph (i.e., bar graph) of their findings, for the body of their report.
5.6	LAV.02, LA2.01, LA2.04, MDV.02, MD2.01 CGE2c, 5g, 5h	Application Communication	Step Six: Students create one promotional method (e.g., radio commercial, display ad, webpage, etc.) to be shown in the presentation.
5.7	WRV.03, WR3.01, WR3.03, WRV.04, WR4.04, WRV.05, WR5.04 CGE2c, 5g	Knowledge/ Understanding Thinking/ Inquiry Application Communication	Step Seven: Students write their reports. In the introduction, students explain their purpose, which is to increase the promotion for their business. In the body, they include a description of their various promotional options and explain their recommendations. The conclusion recommends why this package will fit the company's needs and reflects the mission statement.
5.8	LAV.01, LA1.03, LA1.04, LAV.02, LA2.04 CGE2c, 5h	Knowledge/ Understanding Thinking/ Inquiry Application Communication	Step Eight: Students present their reports with their chosen promotional method. Students answer questions posed by the teacher, who acts as the business partner.

Teaching/Learning Strategies

- Strategies should be varied to appeal to the various learning styles.
- Diagnostic tests, particularly in Unit 1, can form the basis of action plans.
- Cooperative learning strategies are used (e.g., jigsaw, think/pair/share); group work is patterned after workplace expectations.
- Oral presentations, conferences, and role-playing help students develop their oral-communication skills.
- Independent assignments, such as reports, essays, and the research project, help students develop language and literacy skills needed in the workplace.
- Teachers lead students to be wary of bias, inaccuracies, and/or stereotypes in media and the Internet.
- Daily discussions relate to challenges in the world, work preparation, and issues raised in literature.
- Students participate in class, choral, and dramatic readings, developing their abilities to be active, critical readers.
- Teachers use lessons on grammar and style to emphasize preparation for the workforce.
- Lessons can be structured to emphasize employability skills, e.g., conflict resolution and collaboration.
- Guest speakers, demonstrations, and videos can involve the whole class.

Assessment & Evaluation of Student Achievement

- Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other methods of evaluation.
- Authentic assessment strategies promote improved student achievement of provincial curriculum expectations and enable students to achieve the expectations of Ontario Catholic School Graduates.
- This course follows the direction outlined in *Ontario Secondary Schools, 1999* and *The Ontario Curriculum, Grades 9-12, Program Planning and Assessment, 2000.*
- Portfolios gather evidence of student achievement of the expectations and promote students' ability to assess their own learning and to set goals.
- For diagnostic assessment, tools such as Meyers-Briggs, The Holland Inventory, IQ Tests, Gates-McGintie, the Academy of Reading, and Support Materials for the Grade 10 Literacy Test can be used.
- Teachers and students can consult with a resource teacher after a diagnostic assessment of learning styles in order to set goals consistent with the IEP, AEP, and students' report card responses. Assessment strategies must accommodate the needs of exceptional students, consistent with the strategies in their IEPs and AEPs.
- Teachers need to create checklists, rubrics, anecdotal records, and other assessment tools.
- Teachers communicate expectations clearly and regularly to students. Evaluation must be based on the categories and descriptors in the Achievement Chart.
- Assessment should address how and what students learn and should be appropriate for the learning activities and the needs of students.

Accommodations

- The teacher should consult individual student IEPs for specific direction on accommodation for individuals. *Ontario Secondary Schools* (p. 24) allows teachers to modify expectations for exceptional students in order to support the contents of the student's IEP. This strategy applies also to students who have not been identified as exceptional but are receiving special education programs and services.
- Timing can be flexible to meet students' needs and interests. Timing of units can be flexible to allow activities to be extended or shortened to reflect students' interest and/or need for remediation.
- Educational assistants and mentors can read or scribe information for students with special needs (audiocassettes of the literature would also help). One-on-one conferencing with teacher or peer can clarify the work.
- Activities can be altered to meet students' needs, interests, and/or strengths. Activities should be broken down and varied to help students concentrate and maintain interest. Creativity and flexibility in the activities and in the use of media are needed.
- Students may require additional support for sharing their work in class, or be allowed to present to the teacher one-on-one.
- Editing equipment, if available, could create more polished products for interested students or those who need a greater challenge.
- Assessment activities can be modified as needed (e.g., allowing extra time, providing a scribe, reading aloud).
- Both auditory and visual directions should be used.
- Planners, organizers, student agendas, and charts are helpful.
- ESL students should use their first-language dictionaries when needed and may be given more time and/or one-on-one assistance in creating organizers and breaking the assignments down.

Suggestions for Specific Accommodations

- For auditory learners: give a speech or share knowledge one-on-one; write a jingle, rap, song, poem, or story; participate in a panel discussion/debate; tape answers
- For visual learners: present knowledge/understanding on the overhead; create a video; create a power point presentation; design a brochure or advertisement; create a chart, poster, comic strip, or story board; create a diorama or mobile; create a collage.
- For tactile-kinesthetic learners: create a model, diorama, or prototype; present a skit or role-play; give a demonstration; create a game; use computer programs (e.g., *PowerPoint*) to present information.

Resources

Teacher Resources

Units in this Course Profile make reference to the use of specific texts, magazines, films, videos, and websites. The teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films Inc. The teachers are reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work from the Internet is not allowed without the permission of the owner.

Bissett, Alex, ed. *The Canadian Oxford Paperback Dictionary*. Toronto: Oxford, 2000.

Cirocco, Grace. *Take the Step: The Bridge Will Be There*. Toronto: Harper Collins, 2001.

Documents of Vatican II. *Gaudium et Spes*. 1965.

Employment Standards Act.

The Harper Collins Study Bible: New Revised Standard Version. New York: Harper Collins, 1993. ISBN 0-06-065527-5

John Paul II. *Laborem Exercens*. 1981.

John Paul II. *Sollicitudo Rei Socialis*. 1988.

Labour Relations Act.

Ministry of Education. *Assessment Guide*. Ministry of Education Curriculum Planner, 1998.

Ministry of Education. *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools*. Ontario: Queen's Printer, 2000.

Ministry of Education. *Teaching/Learning Strategies: Teacher Guides*. Ministry of Education Curriculum Planner, 1998.

Misener and Butler. *Exploring your Horizons: Career & Personal Planning.*

Misener and Butler. *Exploring Your Horizons: Career Development Guide.*

Ontario Conference of Catholic Bishops. "Working and Living in Ontario." *Adult Faith Formation: Nurturing Catholic School Communities*, Resource Kit.

Ontario Human Rights Code.

Ontario School Library Association. *Information Studies: Kindergarten to Grade 12*. 1999.

Scanning Television: Videos for Media Literacy in Class. Harcourt Brace, 1997. VHS 0-7747-0191-9

Sheridan, E.F., ed. *Do Justice: Social Teaching of the CCCB*. Editions Pauline.

Trafford, Larry. *Educating the Soul: Writing Curriculum for Catholic Secondary Schools*. Institute for Catholic Education, 1998.

Student Resources

Archer, Lynn, Cathy Costello, and Debbie Harvey. *Reading and Writing for Success*. Mississauga: Harcourt Brace, 1999.

Barclay, Susanne and Diane Patterson. *Galaxies II*. Toronto: Addison-Wesley, 1991. ISBN 0-201-50438-3

Barry, James. *Departures*. Scarborough: Nelson Canada, 1991. ISBN 17-603717-9

Barry, James. *Themes on the Journey*. Scarborough: Nelson Canada, 1989. ISBN 0-17-603089-1

Canada Prospects: Canada's Guide to Career Planning. Human Resources Development Canada.

Canfield, Jack, Mark Victor Hansen, and Kimberley Kirberger. *Chicken Soup for the Teenage Soul*. Deerfield, Florida: Health Communications, 1997. ISBN 1-55874-468-1

Carpenter, Donna. *Images and Issues*. Don Mills: Addison-Wesley, 1989. ISBN 0-201-19207-1

Davies, Richard and Glen Kirkland. *Between the Lines 11*. Nelson: Scarborough, 2001. ISBN 0-17-619705-2

Duncan, Barry, Janine D'Ippolito, Cam Macpherson, and Carolyn Wilson. *Mass Media and Popular Culture*. Toronto: Harcourt, 1993. ISBN 0-7747-1427-1

Hannan, Ed, E. Hannan, G. Quigley, and R. Wintrob. *Media in Perspective*. Toronto: Harcourt, 1993. ISBN 0-7747-1427-1

The Harper Collins Study Bible: New Revised Standard Version. New York: Harper Collins, 1993. ISBN 0-06-065527-5

Hilker, Douglas, B. Duncan, S. Harper, and A. Mozarowski. *Transitions: Fiction, Poetry, and Non-Fiction*. Toronto: Harcourt, 1995. ISBN 0-7747-0151X

Holmes, Elizabeth A., A.C.L. Holmes, and J.T. Shuman. *Communicating Skills for the World of Work*. Toronto: John Wiley and Sons Canada, 1981. ISBN 0-471-79957-2

Kirkland, Glen and Richard Davies. *Dimensions II*. Toronto: Gage, 1996. ISBN 0-7715-6856-8

Knox, Carolyn W. *English for the World of Work*. Minnesota: American Guidance Service, 1997. ISBN 0-7854-0860-S

Markel, Mike. *Technical Communication*. Toronto: Nelson, 1996. ISBN 0-17-605579-7

Miller, Arthur. *Death of A Salesman*.

Norton, Sarah. *Essay Essentials with Reading*. Toronto: Harcourt, 1997. ISBN 0-7747-3582-1

Saliani, Dom. *Communicate!* Scarborough: Nelson, 2001. ISBN 0-17-619717-6

Scanning Television: Videos for Media Literacy in Class. Harcourt Brace, 1997. VHS 0-7747-0191-9

Sebranek, Patrick, D. Kemper, and V. Meyer. *Write Source*. Scarborough: Nelson, 1999. ISBN 0-17-618700-6

Websites

The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Amnesty International – http://www.amnesty.org/

Business Development Bank of Canada – www.bdc.ca

Canada Business Service Centres – www.cbsc.org

Canada Small Business Financing Program – www.strategis.gc.ca/csbfa
Canada's Online Career Management Portal – www.monster.ca
Canadian Catholic Organization for Development and Peace – www.devp.org
Canadian Centre for Occupational Health and Safety – www.ccohs/oshanswers/information/govt.html
Canadian Conference of Catholic Bishops – www.cccb.ca
Career Directions Web Site – www.careerccc.org/careerdirections/
Career Key – www.ncsu.edu/careerkey
EChoices: Your Career Information Community – www.careerware.com/edemo/canada/ecahome.htm
Electronics Labour Exchange, Human Resources Development Canada – http://ele.ingenia.com
Globe and Mail (click on careers) – http://theglobeandmail.com
Guide to Government of Canada Services and Support for Small Business – www.strategis.gc.ca
Hot Jobs – www.hotjobs.ca
Human Resources Development Canada – www.hrdc-drhc.gc.ca
Industrial Accident Prevention Association – www.iapa.on.ca
Industry Canada's National Graduate Register – www.schoolnet.ca/ngr
Live Safe Work Smart – www.livesafeworksmart.net
Ministry of Education Career Gateway – www.edu.gov.on.ca/eng/career
National Network for Health: How to Write a Mission Statement – www.nnh.org.tobacco/appe-3-2.htm
National Post – www.thenationalpost.com
Pictures for Learning – www.pics4learning.com/pics/
Skills Canada – http://www.skillswork.ca
Sources of Financing – www.strategis.gc.ca/sources
Steelworkers Day of Mourning Program – www.uswa.ca
Support Materials for Literacy Test – www.equao.com/eqao/home_page/pdf
Toronto Star – www.thestar.ca
Toronto Sun – www.thetorontosun.com
TVOntario – www.tvo2.org/edulinks
Universal Declaration of Human Rights – www.unhchr.ch/udhr/index.htm
Work Journey – www.waytogonetwork.com/Journey/home.htm
Workers Health and Safety Centre – www.whsc.on.ca
Workopolis: Canada's Biggest Job Site – www.workopolis.com/index.html
Young Workers Awareness Program – www.yworker.com
Youth Resource Network of Canada – www.youth.gc.ca

Community Resources

Employment centres, employability consultants, librarians, public libraries, charities, conservation authorities, chambers of commerce, better business bureaus, human resources departments, local newspapers, churches, community centres, tourism and information centres, youth centres, clubs, and organizations.

OSS Considerations

This course has been designed in accordance with the policy outlined in *The Ontario Curriculum, Grades 11 and 12, English, 2000; Choices Into Action;* and *The Ontario Curriculum, Program Planning and Assessment, Grades 9-12, 2000.*

Ontario Ministry of Education and Training. *Anti-racism and Ethnocultural Equity in School Boards. Guidelines for Policy Development and Implementation, 1993.*

Ontario Ministry of Education and Training. *Bridges to Employment for Students with Disabilities: A Resource Guide for School-to-Work Transition Programs, 1988.*

Ontario Ministry of Education and Training. *Changing Perspectives: A Resource Guide for Antiracist and Ethnocultural Equity Education, 1992.*

Ontario Ministry of Education and Training. *Computers across the Curriculum: JK to OAC.* Toronto: Queen's Printer, 1993.

Ontario Ministry of Education. *Co-operative Education: and other Forms of Experiential Learning, Policies and Procedures for Ontario Secondary Schools.* Queen's Printer for Ontario, 2000.

Ontario Ministry of Education and Training. *Engendering Equity: Transforming Curriculum.* Toronto: Queen's Printer, 1995.

Ontario Ministry of Education and Training. *Handbook for Teachers of Students with Learning Disabilities.* Toronto: Queen's Printer, 1980.

Ontario Ministry of Education and Training. *Individual Education Plan (IEP): A Resource Guide.* Toronto: Queen's Printer, 1998.

Ontario Ministry of Education and Training. *Safe Schools: Ideas Book for Students.* Toronto: Queen's Printer, 1994.

Ontario Ministry of Education and Training. *Violence-Free Schools Policy.* Toronto: Queen's Printer, 1994.

Ontario Ministry of Education. *The Ontario Curriculum, Grades 9 to 12, English as a Second Language and English Literacy Development.* Toronto: Queen's Printer, 1999.

Appendix 1

Profile Template

- Headline (Title of the profile)
- Cut (picture, sketch, or photograph of the person being profiled)
- Cutline (line of type under the cut that refers to the person being profiled)
- Paragraph 1: Lead – Introductory paragraph of one to two complete sentences summarizing who they are, what they do, where they work, and how long they have worked there.
- Paragraphs 2 to (approximately) 14: Body Paragraphs – Short paragraphs (of approximately one to three complete sentences) that are organized from the most important points to the least important points.

The paragraphs can focus on questions such as the following:

1. How do they service the community? (neighbourhood, workplace, charity, vocation)
2. What/who inspired them?
3. What is their philosophy/motivation/mission?
4. What is their definition of success?
5. What are their traits/values?
6. How have they handled ethical dilemmas?
7. What are their coping strategies?
8. How did they get where they are (e.g., did they have a plan of action)?
9. In what ways is their career fulfilling?
10. What are they involved in outside of work (e.g., description of family life)?
11. What advice do they have for people entering the workforce?
12. Did they have a mentor?
13. Are they a mentor?
14. If they are a person of faith, how does their faith influence their work?

Appendix 2

Common Elements of a Short Report for the Workplace

I. A report has a specific audience:
- Teacher
- General public
- Client
- Co-workers
- Boss

II. A report has a clear purpose (to instruct, inform, analyse, or persuade). In writing the purpose for a report, consider the following questions:
- Who wants the report?
- Why do they want it?
- What will they do with it?
- What do they want it to cover?
- What will happen as a result of the report?

III. A report usually has the following elements:
- Title
- Introduction (explains the report's purpose)
- Body (gives the findings of the report with the author's opinions, connected in coherent and connected paragraphs)
  - Text (records the findings in paragraph format, illustrated by figures)
  - Headings (e.g., introduction, rationale, budget notes, staffing, background, work completed, work underway, work remaining, cost benefit analysis, etc.)
  - Figures (illustrations, graphs, charts, lists, and maps, etc., as applicable)
- Conclusion (presents insights, summarizes the significance of the report, and may propose a recommendation)
- Appendix (includes materials that do not fit the body of the report)
- Works Cited (lists the resources used in the report)

IV. A report is organized according to the information, purpose, and audience, in one of the following ways:
- Chronological (time)
- Positives to negatives
- Classification (e.g., most important to least important, general to specific)
- Problem-solution
- Cause-effect

V. A report should have the following characteristics:
- Clarity
- Accuracy (factual, unbiased/objective)
- Completeness
- Correctness (spelling, grammar, punctuation)
- Neatness (effective typefaces and type sizes)
- Logical structure

Appendix 3

Analysis of Promotional Communication Tools

Company 1:

Promotional Tool	Cost	Pros	Cons
Flyers			
Brochures			
TV Advertisements			
Logos			
Radio Advertisements			
Billboards			
Display Advertisements			
Classified Advertisements			
Promotional Items (e.g., mugs, pens)			
Other			

Company 2:

Promotional Tool	Cost	Pros	Cons
Flyers			
Brochures			
TV Advertisements			
Logos			
Radio Advertisements			
Billboards			
Display Advertisements			
Classified Advertisements			
Promotional Items (e.g., mugs, pens)			
Other			

Company 3:

Promotional Tool	Cost	Pros	Cons
Flyers			
Brochures			
TV Advertisements			
Logos			
Radio Advertisements			
Billboards			
Display Advertisements			
Classified Advertisements			
Promotional Items (e.g., mugs, pens)			
Other			

Coded Expectations, English, Grade 12, Workplace, ENG4E

Literature Studies and Reading

Overall Expectations

LSV.01 · read and demonstrate an understanding of texts from various countries and cultures, with an emphasis on interpreting and assessing information, ideas, and issues;

LSV.02 · demonstrate an understanding of the elements of a range of forms of fiction, non-fiction, drama, poetry, and informational material;

LSV.03 · identify the elements of style in a variety of informational and literary texts, focusing on how the elements contribute to accurate and coherent communication.

Specific Expectations

Understanding the Meaning of Texts

LS1.01 – use knowledge of the elements and organizational patterns of informational texts to understand information from print and electronic sources (e.g., explore the language and organization of the classified advertisements section of a newspaper from the viewpoint of a consumer; explain orally the information conveyed in graphs and charts; compare different kinds of information in business reports and reference directories from the viewpoint of a prospective employee);

LS1.02 – use knowledge of the elements of fiction, non-fiction, drama, and poetry to understand universal themes and global issues in literary texts (e.g., prepare a report on the problems faced by individuals and families in a selection of short stories; investigate accounts by individuals whose lives have made a positive impact locally, nationally, or internationally on a global issue);

LS1.03 – interpret and assess explicit and implicit information, ideas, and issues in literary and informational texts (e.g., assess the effectiveness of the ending of a story or play in relation to the plot, characters, or theme; make inferences about the values and beliefs of the school community from the stated and implied information in the school code of behaviour; compare articles on similar topics and identify inconsistencies and ambiguities in the texts);

LS1.04 – describe a variety of reading strategies and use them to understand specific texts, with an emphasis on previewing the index and appendices in a book, listing key details included and excluded, using diagrams and charts to clarify meaning, and sorting and categorizing information from texts;

LS1.05 – explain the influence of the personal, cultural, political, and economic values and perspectives of authors and readers on texts and interpretations of texts (e.g., describe their own and others' interpretations of stories about the oppression of children, on themes such as child labour or children in concentration camps during the Second World War).

Understanding the Forms of Texts

LS2.01 – explain how elements of specific forms influence meaning in informational texts (e.g., analyse the function of elements such as summaries, diagrams and charts, introductions, and conclusions in various informational texts; explain the importance of elements such as the table of contents, index, and bibliography in informational books);

LS2.02 – explain how elements of specific forms influence meaning in literary texts (e.g., explain the role of suspense, description, and humour in maintaining readers' interest in a novel; explain how the language of the narrator in a dramatic monologue reveals character).

Understanding the Elements of Style

LS3.01 – describe the language in a variety of informational and literary texts and explain how it is used to create an appropriate voice and style to communicate information, ideas, and emotions (e.g., explain how the use of appropriate business and technical language gives authority to a writer's ideas; explain why writers combine plain language and specialized terms in technical writing; describe the effect of the use of concrete and abstract language in a poem);

LS3.02 – describe the rhetorical and literary devices, such as allusion and irony, used in literary and informational texts, and explain how the devices enhance the meaning (e.g., explain the dramatic irony in a play and how it contributes to the theme; discuss how allusion and irony convey meaning in newspaper columns and magazine articles);

LS3.03 – explain the impact of the authors' choices of language and stylistic devices on the reader by examining their own and others' interpretations of the style of texts;

LS3.04 – explain how authors and editors use design elements to organize content and communicate ideas (e.g., compare the function of borders, shading, colour, type style, type size, and page layout in magazines for different audiences; assess the contribution of graphs, flowcharts, and timelines in business reports).

Writing

Overall Expectations

WRV.01 · use a variety of print and electronic sources to gather information and ideas and to develop topics for personal, school-related, and workplace-related writing;

WRV.02 · identify the informational and literary forms suited to various purposes and audiences and use the forms appropriately;

WRV.03 · use a variety of organizational structures and patterns to produce coherent and effective written work;

WRV.04 · revise their written work, collaboratively and independently, with a focus on accuracy of information, coherent organization, clear expression, and appropriate voice and style;

WRV.05 · edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate.

Specific Expectations

Generating Ideas and Gathering Information

WR1.01 – investigate potential topics for written work, including an independent study project, by formulating questions, identifying information needs and purposes for writing, and developing research plans to gather information and ideas (e.g., consult relevant newspaper and magazine articles and books to select, broaden, or narrow a topic; search job databases for information on personal career opportunities and job-search skills);

WR1.02 – classify and organize information, ideas, and sources to suit specific forms and purposes for writing (e.g., use index cards to classify and order information and ideas for an oral, written, or multimedia presentation; cluster key images for writing a poem; use a chart to compare how two different plays convey two different moods);

WR1.03 – analyse information and ideas gathered from a variety of print and electronic sources to determine whether the information and ideas are sufficient, relevant, and suitable to the form and purpose for writing;

WR1.04 – use information and ideas from prior knowledge, personal experience, and research to develop content for personal, business, and technical writing (e.g., use personal experience and information from interviews with employers and employees to write a report about workplace safety; create an action plan and portfolio for a job search).

Choosing the Form to Suit the Purpose and Audience

WR2.01 – select and use an appropriate form to produce written work for a specific audience and purpose (e.g., outline a study plan or course of action in an e-mail message to a teacher; write a covering letter to accompany an application for a job; use an e-mail format to write a memo for supervisors and co-workers about a new product);

WR2.02 – use literary and informational texts as models of writing for specific purposes and audiences;

WR2.03 – select and use a voice and style appropriate to the specific purpose and intended audience of business, technical, workplace, and personal communications (e.g., use an informal, conversational style in a personal letter; use a plain, concise style in a report; use a plain, factual style to write a statement for the police describing an accident).

Organizing Ideas and Information in Written Work

WR3.01 – apply knowledge of report structure to organize written reports, using:

(·) an introduction that identifies the topic and explains its significance or poses an inquiry question;

(·) a body that presents information and data in connected and coherent paragraphs supported by graphics, illustrations, and charts;

(·) a conclusion that presents insights or recommendations;

WR3.02 – apply knowledge of essay structure to organize short essays, using:

(·) an introduction that engages the reader and introduces the topic or controlling idea;

(·) a body that develops ideas logically and coherently and incorporates supporting examples and anecdotes;

(·) a conclusion that follows logically from the introduction and body and presents a summary or generalization;

WR3.03 – use patterns such as cause and effect, problem-solution, classification, or positives and negatives to organize information and ideas in reports and short essays (e.g., use classification or problem-solution to organize a report about workplace safety; use a cause-and-effect pattern in a personal essay about success in school or work; use positives and negatives to develop a thesis in a short essay about a global issue).

Revising Drafts

WR4.01 – revise the content and organization of drafts by adding relevant details and examples, restructuring information, and strengthening connections between ideas (e.g., integrate and synthesize data by summarizing information from several sources; add details to a letter giving advice about alternative solutions to a conflict);

WR4.02 – revise drafts to improve vividness, accuracy, and effectiveness of expression (e.g., assess the effectiveness of language in a formal letter of complaint; use feedback from a peer conference to select alternative words and phrases in a poem);

WR4.03 – revise drafts to maintain an appropriate voice and style (e.g., modify the language in a workplace memo to reflect a manager's "voice"; revise a report for consistent use of a plain-language style appropriate to the workplace; examine the pronouns used in written work for consistency of person and gender; use a checklist to examine writing for consistent use of inclusive and anti-discriminatory language);

WR4.04 – revise drafts to integrate researched information, ideas, and quotations in an ethical manner (e.g., provide a context for quoted materials; use transition words and phrases to link information from different sources).

Editing, Proofreading, and Publishing

WR5.01 – cite researched information, ideas, and quotations in a consistent and ethical manner according to acceptable research methodology (e.g., acknowledge reference materials in bibliographies and parenthetical references or footnotes);

WR5.02 – produce, format, and publish written work, using appropriate technology to share writing with intended audiences (e.g., adapt electronic templates to create a résumé and covering letter for a job application; select the most effective fonts, typefaces, and type sizes to publish an instruction manual);

WR5.03 – identify strengths and weaknesses in their writing skills and create action plans to improve these skills for success in careers and the community;

WR5.04 – edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below:

(·) Grammar and Usage: use parts of speech correctly and construct sentences to communicate ideas clearly (e.g., use correctly the comparative and superlative degrees of adjectives and adverbs; place words such as only, nearly, scarcely, always, just, and even where they make the intended meaning clear to the reader; avoid using reflexive pronouns such as myself, themselves in compound subjects and objects);

(·) Grammar and Usage: use parallel structure for clarity in lists and instructions (e.g., use the same grammatical form for items in a list; use the imperative consistently when writing instructions);

(·) Spelling: demonstrate an understanding of a variety of spelling patterns, rules, and strategies by recognizing and correcting their own and others' spelling errors (e.g., apply knowledge of rules and patterns for doubling final consonants before a suffix; spell as separate words commonly used expressions such as a lot, in between, every time);

(·) Spelling: use commonly confused words correctly (e.g., learn spelling and use of adapt/adopt, choose/chose, complement/ compliment, desert/dessert, loose/lose);

(·) Spelling: use a variety of print and electronic resources to flag possible errors and improve spelling (e.g., refer to original sources such as letters and catalogues for the spelling of names, companies, and products; consult directories for accurate business spellings);

(·) Punctuation: use punctuation correctly to achieve clarity in writing (e.g., use punctuation consistently within a text; recognize that the principle of clarity is most important in governing the use of individual marks of punctuation).

Language

Overall Expectations

LAV.01 · use knowledge of vocabulary and language to read, write, and speak competently, with a focus on choosing, developing, and sustaining an appropriate voice and tone in personal, creative, and workplace-related communications;

LAV.02 · use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, with a focus on using specialized language appropriately in interviews, oral reports, and meetings.

Specific Expectations

Developing Vocabulary and Knowledge of Language Structures and Conventions

LA1.01 – apply a variety of strategies to extend vocabulary, with an emphasis on acquiring the language proficiency needed to function as responsible citizens, pursue careers, and participate in the community (e.g., keep a personal list of significant words and phrases related to renting an apartment, buying insurance, and owning a car; use knowledge of roots, prefixes, and suffixes to extend vocabulary; compare vocabulary and sentence patterns used in a formal business letter and a personal e-mail message on the same topic);

LA1.02 – explain the meaning and function of words and expressions specific to various community and workplace contexts (e.g., report on vocabulary specific to their own work or community service; list and define words from classified advertisements to use in applying for a job; role-play a workplace meeting and assess the impact of each speaker's language);

LA1.03 – select and use appropriate language to communicate in a consistent voice and tone in a variety of spoken and written communications (e.g., simulate workplace telephone conversations or interviews; write a letter of complaint to a store manager about bad service; compose a thank-you letter to the school's parents' council to express appreciation);

LA1.04 – recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar, usage, spelling, and punctuation, as prescribed for this course (e.g., refer to recognized style guides for information about language conventions).

Developing Listening and Speaking Skills

LA2.01 – communicate orally for a variety of purposes, with a focus on assessing the validity of main arguments and supporting details; applying information and ideas in new situations; using specialized language appropriately; exploring alternatives; and identifying values, priorities, and perspectives;

LA2.02 – communicate orally in group discussions, applying such skills as the following: contributing productively to discussions; setting priorities; recording and assessing key information; summarizing the discussion; reporting on the process used by the group to solve problems; and completing tasks as required to produce high-quality presentations and products;

LA2.03 – use critical listening skills to understand the content of oral communications (e.g., note the order in which information and examples are presented; ask questions to extend understanding and explore alternatives; make checklists and reminders based on oral communications);

LA2.04 – use techniques for making effective oral presentations, with a focus on organizing material coherently, choosing relevant examples, using pauses and repetition, incorporating visual aids and technology, providing opportunities for questions, and following accepted protocol at meetings;

LA2.05 – identify strengths and weaknesses in their oral communication skills and make an action plan to improve these skills for success in the workplace and community.

Media Studies

Overall Expectations

MDV.01 · use knowledge of the characteristics of media forms, representations, audiences, and industry practices to assess a variety of media works;

MDV.02 · demonstrate an understanding of the connections among form, purpose, audience, and production options by designing or creating media works, independently and collaboratively, based on ideas, themes, and issues examined in this course.

Specific Expectations

Analysing Media and Media Works

MD1.01 – demonstrate critical thinking skills by identifying bias and explaining the difference between explicit and implicit messages in media works (e.g., prepare an oral presentation on bias in a TV documentary; identify aspects of Canadian culture as represented in a range of Canadian television programs and films; write a report describing how a marketing campaign is constructed to appeal to a specific audience);

MD1.02 – explain how the key elements of a variety of media forms are used to communicate information and/or to influence people (e.g., compare the techniques used in instructional videos and printed manuals about using a household appliance; assess how language is used in advertisements to influence consumers);

MD1.03 – explain the relationship between audience and interpretation by analysing the reactions of different audiences to a variety of media works (e.g., listen to an open-line phone-in radio program and discuss the relationship between its content and the demographics of the audience);

MD1.04 – explain the connections between media works, media industry practices, including marketing and distribution methods, and such factors as industry codes and government regulations (e.g., report on the marketing of toys and fast food related to movies; assess the effects of Canadian content regulations on local radio and television programming).

Creating Media Works

MD2.01 – design or create media works based on ideas, themes, and issues examined in this course (e.g., create a photo essay on workplace safety for a clearly identified audience and describe how it would be changed for a different audience; create a commercial for a school event to be aired on one or more local radio stations);

MD2.02 – demonstrate an understanding of the connections among form, purpose, audience, and production options by describing design and production choices made during the creation of media works (e.g., write a short personal essay describing the solutions to practical and economic challenges encountered in the creation of a media work).

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

CGE1a -illustrates a basic understanding of the **saving story** of our Christian faith;
CGE1b -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
CGE1c -actively reflects on **God's Word** as communicated through the Hebrew and Christian scriptures;
CGE1d -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
CGE1e -speaks the **language of life**... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith)
CGE1f -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
CGE1g -understands that one's purpose or **call in life** comes from God and strives to discern and live out this call throughout life's journey;
CGE1h -respects the **faith traditions**, world religions and the life-journeys **of all people of good will**;
CGE1i -integrates faith with life;
CGE1j -recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

CGE2a -listens actively and critically to understand and learn in light of gospel values;
CGE2b -reads, understands and uses written materials effectively;
CGE2c -presents information and ideas clearly and honestly and with sensitivity to others;
CGE2d -writes and speaks fluently one or both of Canada's official languages;
CGE2e -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

CGE3a -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
CGE3b -creates, adapts, evaluates new ideas in light of the common good;
CGE3c -thinks reflectively and creatively to evaluate situations and solve problems;
CGE3d -makes decisions in light of gospel values with an informed moral conscience;
CGE3e -adopts a holistic approach to life by integrating learning from various subject areas and experience;
CGE3f -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

CGE4a -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4b -demonstrates flexibility and adaptability;

CGE4c -takes initiative and demonstrates Christian leadership;

CGE4d -responds to, manages and constructively influences change in a discerning manner;

CGE4e -sets appropriate goals and priorities in school, work and personal life;

CGE4f -applies effective communication, decision-making, problem-solving, time and resource management skills;

CGE4g -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;

CGE4h -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

CGE5a -works effectively as an interdependent team member;

CGE5b -thinks critically about the meaning and purpose of work;

CGE5c -develops one's God-given potential and makes a meaningful contribution to society;

CGE5d -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;

CGE5e -respects the rights, responsibilities and contributions of self and others;

CGE5f -exercises Christian leadership in the achievement of individual and group goals;

CGE5g -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;

CGE5h -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

CGE6a -relates to family members in a loving, compassionate and respectful manner;

CGE6b -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;

CGE6c -values and honours the important role of the family in society;

CGE6d -values and nurtures opportunities for family prayer;

CGE6e -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

CGE7a -acts morally and legally as a person formed in Catholic traditions;

CGE7b -accepts accountability for one's own actions;

CGE7c -seeks and grants forgiveness;

CGE7d -promotes the sacredness of life;

CGE7e -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;

CGE7f -respects and affirms the diversity and interdependence of the world's peoples and cultures;

CGE7g -respects and understands the history, cultural heritage and pluralism of today's contemporary society;

CGE7h -exercises the rights and responsibilities of Canadian citizenship;

CGE7i -respects the environment and uses resources wisely;

CGE7j -contributes to the common good.

Unit 1: Blueprints

Time: 15 hours

Unit Description

Unit 1 establishes the overview of the course both spiritually and academically. Students think about their own callings and the missions they entail. Students are encouraged to prepare for the next stage of the journey, the workplace, and to see that everyone has a role to play and is precious in God's eyes because they share an intimate relationship with God, "carved on the palm of God's hand" (Isaiah 49:16). All of the units, beginning with this one, are blueprints leading to the culminating course activity (Unit 5), in which students create an independent research project on the public relations for a small business. In Unit 1, collaborative learning tasks, class discussions, and journal entries are used to focus on the workplace environment. In the culminating unit activity, students create a personal mission statement that supports a positive working environment. With their mission statements, students include visual displays (photo essay, poster, or brochure) of the expectations of their chosen working environment or unacceptable hostile behaviours for this environment.

Unit Synopsis Chart

Activity	Time	Learning Expectations	Assessment Categories	Tasks
1.1 Workplace Environment: Introduction	2 hours	LAV.01, LA1.02, LAV.02, LA2.01, LA2.02, LA2.03 CGE3f, 5e	Knowledge/ Understanding Thinking/Inquiry Communication	Collaborative learning activity Concept definition map Class discussion
1.2 Positive and Negative Working Environments	1 hours	LAV.01, LAV.02, LA1.02, LA2.01, LA2.02, LA2.03 CGE1j, 1d, 3a, 3c	Knowledge/ Understanding Thinking/Inquiry Communication	Class discussion Collaborative learning activity Reflective journal entry, cartoon panel, or storyboard
1.3 Glossary of Terms	2.5 hours	LAV.01, LA1.01, LA1.02, WRV.03, WR3.03 CGE4f, 7a, 7b	Knowledge/ Understanding Thinking/Inquiry	Glossary Class discussion Working portfolio of workplace issues
1.4 Job Aspirations and the Work Environment	3.5 hours	WRV.05, WR5.04, LSV.01, LS1.01, LS1.03, LS1.05, LSV.03, LS3.01 CGE1g, 4g, 7f	Knowledge/ Understanding Thinking/Inquiry Communication	Diagnostic tools (personality profiles and career searches) Collaborative learning activity Internet search of mission statements Analysis of mission statements Personal response journals
1.5 Culminating Activity for Unit 1	6 hours	WRV.01, WR1.04, WRV.02, WR2.01, WRV.03, WR3.02, WRV.04, WR4.02, WRV.05, WR5.03, WR5.04, LAV.02, LA2.04, LSV.02, LS2.01 CGE2c, 4g, 5b	Knowledge/ Understanding Thinking/Inquiry Communication Application	Personal mission statement Short essay Visual display (photo essay, brochure, or poster) Oral presentation Action plan

Activity 1.1: Workplace Environment

Time: 2 hours

Description

The purpose of this activity is to set the context for the course and to establish the roles of both the teacher and students in the learning process in light of the gospel values. Students engage in a collaborative learning activity to complete a concept definition map of the term *workplace environment.* The class reports their findings and comes to a consensus on the key elements of the workplace environment, such as the interconnectedness of people and various roles, policies, and expectations.

Strand(s) & Learning Expectations

Strand(s): Language

Ontario Catholic School Graduate Expectations

CGE3f - examine, evaluate, and apply knowledge of interdependent systems (physical, political, ethical, socio-economic, and ecological) for the development of a just and compassionate society;
CGE5e - exercise Christian leadership in the achievement of individual and group goals.

Overall Expectations

LAV.01 - use knowledge of vocabulary and language to read, and speak competently, with a focus on choosing, developing, and sustaining an appropriate voice and tone in personal, creative, and workplace-related communications;
LAV.02 - use listening techniques and oral communications skills to participate in classroom discussions and more formal activities, with a focus on using specialized language appropriately in interviews, oral reports, and meetings.

Specific Expectations

LA1.01 - apply a variety of strategies to extend vocabulary, with an emphasis on acquiring the language proficiency needed to function as responsible citizens, pursue careers, and participate in the community (keep a personal list of significant words and phrases related to renting an apartment, buying insurance, and owning a car; use knowledge of roots, prefixes, and suffixes to extend vocabulary; compare vocabulary and sentence patterns used in a formal business letter and a personal e-mail message on the same topic);
LA1.02 - apply a variety of strategies to extend vocabulary, with an emphasis on acquiring the language proficiency needed to function as responsible citizens, pursue careers, and participate in the community.

Prior Knowledge & Skills

- Students are familiar with the school's code of conduct and expectations for the classroom regarding dress, behaviour, attendance, etc.
- Students have met the expectations of English, Grade 11, Workplace Preparation.
- Students are familiar with the protocol for workplace expectations based on their past volunteer experiences and perhaps their part-time jobs.

Planning Notes

- Photocopy the concept definition map (see Appendix 1.1 – Concept Mapping).
- Prepare an overhead or board outline with the following questions and space for responses: Who?, What?, When?, Where?, Why?, and How?

Teaching/Learning Strategies

- Activity 1.1 examines the workplace in general terms. The teacher explains the course culminating activity in which students take on the specific role of a communications manager for a small business, demonstrating the skills and concepts encountered throughout the course.
- To set the context for the course and establish the roles of the teacher and student in the learning process, students engage in a collaborative learning activity.
- The teacher distributes the concept definition map (Appendix 1.1 – Concept Mapping), clarifies the expectations/elements, and explains its use. For "What is it?" students write their own definition for the term. For "What is it like?" they brainstorm analogies for the term, such as a group of people working together for a purpose; teachers could ask students "What other groups of people work together?, e.g., families, schools, teams." For "What are some examples?" they would discuss specific examples, such as food services, retail, industry, etc.
- Students work in triads to complete a concept definition map of the term workplace environment, using Appendix 1.1 – Concept Mapping. The triad establishes a leader, recorder, and reporter. This format is used throughout the course. (This activity addresses the Human Resources Development Canada (HRDC) essential skill of "Job Task Planning and Working with Others.") The role of the leader is to keep the group focused on task. The recorder takes notes on the discussion; the notes are used by the reporter to share the group's findings with the class. Each member of the group completes the concept definition map.
- The reporter reports their group's concept definition map to the class. The class comes to consensus on key elements of the workplace environment.
- The teacher facilitates a discussion elaborating on the elements of a working environment. The class discusses the importance of respecting the rights, responsibilities, and contributions of self and others. Using a board outline of the 5Ws and H Chart, Who?, What?, When?, Where?, Why?, and How?, the class outlines the elements of a working environment: Who? (people, positions); What? (job description, expectations, and supports for success, such as, workers' rights, safety issues (WHMIS), human rights codes, labour codes, work ethic); When? (hours, part-time, full-time, seasonal); Where? (office, store, outside, home, shop factory); Why? (why are there different roles?); How? (how does each job contribute to the whole?). Students copy the completed outline into their notebooks. The chart is also used in Activity 1.4.

Assessment & Evaluation of Student Achievement

- As students complete the group task, formatively assess their participation according to their assigned roles.
- Formatively assess students' completion of the concept definition map.

Resources

Bissett, Alex, ed. *The Canadian Oxford Paperback Dictionary*. Toronto: Oxford, 2000.

Canadian Centre for Occupational Health and Safety – www.ccohs/oshanswers/information/govt.html

Employment Standards Act

John Paul II. *Laborem Exercens*. 1981.

John Paul II. *Sollicitudo Rei Socialis*. 1988.

Labour Relations Act

Live Safe Work Smart – www.livesafeworksmart.net

Ontario Human Rights Code

WHMIS (Workplace Hazardous Materials Information Systems)

Workers Health and Safety Centre – www.whsc.on.ca

Activity 1.2: Positive and Negative Working Environments

Time: 1 hour

Description

In this activity, the class moves from having discussed work environments generally to the specifics of a positive working environment and of a hostile working environment. Through discussion, students are given the opportunity to develop attitudes and values founded on Catholic social teachings and act to promote social responsibility, human solidarity, and the common good (CGE1d). Students move from class discussion to personal reflection to collaborative learning. Students are provided an opportunity to think creatively to evaluate workplace situations and their effects. Students then begin to identify a workplace issue that they would like to explore in a short report.

Strand(s) & Learning Expectations

Strand(s): Language

Ontario Catholic School Graduate Expectations

CGE1j - recognize that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of redemption. (Witnesses to Faith);
CGE1d - develop attitudes and values founded on Catholic social teaching and act to promote social responsibility, human solidarity, and the common good;
CGE2a - listen actively and critically to understand and learn in light of gospel values;
CGE3a - recognize there is more grace in our world than sin and that hope is essential in facing all challenges;
CGE3c - think reflectively and creatively to evaluate situations and solve problems.

Overall Expectations

LAV.01 - use knowledge of vocabulary and language to read, and speak competently, with a focus on choosing, developing, and sustaining an appropriate voice and tone in personal, creative, and workplace-related communications;
LAV.02 - use listening techniques and oral communications skills to participate in classroom discussions and more formal activities, with a focus on using specialized language appropriately in interviews, oral reports, and meetings.

Specific Expectations

LA1.02 - apply a variety of strategies to extend vocabulary, with an emphasis on acquiring the language proficiency needed to function as responsible citizens, pursue careers, and participate in the community;
LA2.01 - communicate orally for a variety of purposes, with a focus on assessing the validity of main arguments and supporting details; applying information and ideas in new situations; using specialized language appropriately; exploring alternatives; and identifying values, priorities, and perspectives;
LA2.02 - communicate orally in group discussions, applying such skills as the following; contributing productively to discussions; setting priorities; recording and assessing key information; summarizing the discussion; reporting on the process used by the group to solve problems; and completing tasks as required to produce high-quality presentations and products;
LA2.03 - use critical listening skills to understand the content of oral communications (note the order in which information and examples are presented; ask questions to extend understanding and explore alternatives; make checklists and reminders based on oral communications).

Prior Knowledge & Skills

- In Activity 1.1, students worked in a triad with a leader, recorder, and reporter.
- In Activity 1.1, students discussed the workplace environment.

Planning Notes

- Photocopy Appendix 1.2 – Process/Cause-Effect Pattern.
- Prepare an assignment sheet explaining the three options: reflective journal entry, cartoon panel, or storyboard.
- Arrange for a guest speaker, such as a chaplain, guidance counsellor, youth care worker, social worker, or professional mediator, to address conflict-resolution strategies. If no speaker can be found, the teacher needs to gather the information to facilitate this activity.
- Prepare students to be sensitive about the issues confronted in their role-playing activity and ask them not to refer to anything personal that may compromise the dignity of anyone.

Teaching/Learning Strategies

- As a class, discuss the supports for and contributions to a positive workplace environment.
- Individually, each student reflects on and completes the cause-effect map (see Appendix 1.2 – Process/Cause-Effect Pattern) for a personal reflection on a hostile workplace environment.
- Students meet in triads to share their perceptions of a hostile working environment, again using the format of leader (facilitator), recorder, and reporter.
- As a class, complete a board outline on the characteristics of a hostile environment, including sexual harassment, gender bias, racial bias, age bias, national origin, ethnic discrimination, religious affiliation, and discrimination on basis of disability, family structure, physical appearance, or socio-economic status.
- Invite a class speaker, such as a chaplain, guidance counsellor, youth care worker, social worker, or professional mediator, to speak to the class about and demonstrate conflict-resolution strategies, such as active listening, consensus, personal dignity, and win-win.
- Students, in pairs or triads, role-play workplace situations that illustrate a conflict and how it can be peacefully resolved with or without a mediator.
- Students explore, in greater detail, the conflicts that create a hostile working environment and how to resolve them through the conflict-resolution strategies. Students write a reflective journal entry, or create a cartoon panel, or storyboard. Personal experiences can be depicted in this assignment. The understanding of conflict resolution is revisited and summatively assessed in Activity 1.5.
- Students identify a workplace issue that they would like to gather information about for a short report assigned in Activity 3.3.

Assessment & Evaluation of Student Achievement

- As students are completing their group task, formatively assess their participation according to their assigned roles.
- Formatively assess the cause-effect map.
- Formatively assess the role-playing activity for illustrating the conflict and peacefully resolving it, using the strategies outlined earlier in the presentation.
- Summatively assess the journal entry, cartoon panel, and storyboard. Use a checklist that includes a clear statement of the cause-and-effect relationship that the student has chosen to depict, a portrayal or articulation of the long-range effects on the person and workplace, proper use of the terminology covered in the class discussion, and quality according to the chosen format/style.

Accommodations

- Students uncomfortable with a class performance can submit a written script.

Resources

Bisset, Alex, ed. *The Canadian Oxford Paperback Dictionary*. Toronto: Oxford, 2000.

John Paul II. *Laborem Exercens*. 1981.

John Paul II. *Sollicitudo Rei Socialis*. 1988.

Schoolboard resource person for conflict resolution

Activity 1.3: Glossary of Terms

Time: 2.5 hours

Description

Students create an ongoing glossary of vocabulary. The class discusses the role of the worker in promoting a positive and inclusive working environment. Discussions can centre on the characteristics of a responsible worker who acts morally and legally (CGE7a). Students create a checklist for the traits of an ethical worker, someone accepting accountability for his/her own actions (CGE 7b). Students continue to collect examples of workplace issues to create a working portfolio. This information is used to create a report in Activity 3.3. Time is provided for students to comment on and present issues of importance.

Strand(s) & Learning Expectations

Strand(s): Language, Writing

Ontario Catholic School Graduate Expectations

CGE4f - apply effective communication, decision-making, problem-solving, time, and resource management skills;
CGE7a - act morally and legally as a person formed in Catholic traditions;
CGE7b - accept accountability for one's own actions.

Overall Expectations

LAV.01 - use knowledge of vocabulary and language to read, and speak competently, with a focus on choosing, developing, and sustaining an appropriate voice and tone in personal, creative, and workplace-related communications;
WRV.03 - use a variety of organizational structures and patterns to produce coherent and effective written work.

Specific Expectations

LA1.01 - apply a variety of strategies to extend vocabulary, with an emphasis on acquiring the language proficiency needed to function as responsible citizens, pursue careers, and participate in the community;
LA1.02 - explain the meaning and function of words and expressions specific to various community and workplace contexts;
WR3.03 - use patterns such as cause and effect, problem-solution, classification, or positives and negatives to organize information and ideas in reports and short essays (use classification or problem-solution to organize a report about workplace safety; use a cause-and-effect pattern in a personal essay about success in school or work; use positives and negatives to develop a thesis in a short essay about a global issue).

Prior Knowledge & Skills

- Students can use a dictionary and a thesaurus as well as computer reference tools to review the elements of a glossary.
- Students have developed computer expertise in downloading and manipulating graphics.

Planning Notes

- Establish a list of essential vocabulary: harassment, bias, discrimination, seasonal, diversity, socio-economic, environment, ethnicity, hostile, culture, and ethics.
- Photocopy Appendix 1.3 – Glossary of Terms.
- Book a computer lab to use the Internet.

Teaching/Learning Strategies

- Students work in pairs to begin a glossary of terms that apply to the workplace and that arose from discussions in previous activities: harassment, bias, discrimination, seasonal, diversity, socio-economic, environment, ethnicity, hostile, and culture.
- Framework for the glossary includes the word, its definition, its use in writing and discourse, an analogy, and a picture/symbol (see Appendix 1.3 – Glossary of Terms).
- In pairs, students look up the term *ethics* in a dictionary, thesaurus, encyclopedia, and, if possible, the Internet. Students add this word to their glossary.
- The class discusses the complexity of the term *ethics,* including values, principles, social justice, conduct, code, mission, vision, responsibility, self-esteem, sociability, self-management, honesty, conscience, and propriety. For homework, students add these terms to their glossary.
- As a class, students discuss the role of the worker in promoting a positive and inclusive working environment.
- From this discussion, students can individually create a checklist of the traits of the ethical worker. They begin by examining some of the terms connected with ethics in the workplace and how they display these traits, e.g., sociability: I acknowledge and greet my co-workers. If they do not have experience in the workplace, they can reflect on their volunteer, family, and school experiences.
- Students continue to collect examples of workplace issues from a variety of sources, including newspapers, magazines, television, video games, Internet sites, and public advertising. This working portfolio forms the basis of a report completed in Activity 3.3. In the meantime, class time is provided for students to comment on and present issues of importance from their collection.

Assessment & Evaluation of Student Achievement

- Formatively assess students' completion of their glossaries. Students use the glossary throughout the course.
- The checklist of the ethical worker is formatively assessed and is used in Activity 1.6 as part of a summative activity.
- Formatively assess, through conferencing with students, the selection of materials for their working portfolios.

Resources

Bissett, Alex, ed. *The Canadian Oxford Paperback Dictionary*. Toronto: Oxford, 2000.

Discussions with parents

Trafford, Larry. *Educating the Soul: Writing Curriculum for Catholic Secondary Schools*. Institute for Catholic Education, 1998.

The Work Journey – www.waytogonetwork.com/Journey/home.htm

Activity 1.4: Job Aspirations and the Work Environment

Time: 3.5 hours

Description

Students use tools that will help them complete personality profiles and discover careers for which they are suited. Students examine and reflect on their personal values, abilities, and aspirations (CGE4g). They decide on the workplace/industry that they would like to enter. Students are encouraged to discern their understanding of their purpose or call in life, which comes from God (CGE1g). Working in triads and based on their workplace choices, students revisit the questions from Activity 1.1 that examine the workplace environment from the perspective of their chosen workplace, for instance, Who?, What?, When?, Where?, Why?, and How?. As a class, students can discuss the complexities of the working environments that they identified. Using the Internet and personal connections, students find examples of mission statements and visions. Students display the mission statements around the classroom and identify their components. Students write personal journal responses that reflect on mission statements. Students choose mission statements from one for profit company and one non-profit organization and analyse the statements according to their essential elements: purpose, business, and values.

Strand(s) & Learning Expectations

Strand(s): Literature, Writing

Ontario Catholic School Graduate Expectations

CGE1g - understand that one's purpose or call in life comes from God and strive to discern and live out this call throughout life's journey;
CGE4g - examine and reflect on one's personal values, abilities, and aspirations influencing life's choices and opportunities;
CGE7f - respect and affirm the diversity and interdependence of the world's peoples and cultures.

Overall Expectations

WRV.05 - edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate;
LSV.01 - read and demonstrate an understanding of texts from various countries and cultures, with an emphasis on interpreting and assessing information, ideas, and issues;
LSV.03 - identify the elements of style in a variety of informational and literacy texts, focusing on how the elements contribute to accurate and coherent communication.

Specific Expectations

WR5.04 - edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below;

- Grammar and Usage: use parts of speech correctly and construct sentences to communicate ideas clearly;
- Grammar and Usage: use parallel structure for clarity in lists and instructions;
- Spelling: demonstrate an understanding of a variety of spelling patterns, rules, and strategies by recognizing and correcting their own and others' spelling errors;
- Spelling: use commonly confused words correctly;
- Spelling: use a variety of print and electronic resources to flag possible errors and improve spelling;
- Punctuation: use punctuation correctly to achieve clarity in writing;

LS1.01 - use knowledge of the elements and organizational patterns of informational texts to understand information from print and electronic sources (explore the language and organization of the classified advertisements section of a newspaper from the viewpoint of a consumer; explain orally the information conveyed in graphs and charts; compare different kinds of information in business reports and reference directories from the viewpoint of a prospective employee);

LS1.03 - interpret and assess explicit and implicit information, ideas, and issues in literary and informational texts (assess the effectiveness of the ending of a story or play in relation to the plot, characters, or theme; make inferences about the values and beliefs of the school community from the stated and implied information in the school code of behaviour; compare articles on similar topics and identify inconsistencies and ambiguities in the texts);
LS1.05 - explain the influence of the personal, cultural, political, and economic values and perspectives of authors and readers on texts and interpretations of texts;
LS3.01 - describe the language in a variety of informational and literary texts and explain how it is used to create an appropriate voice and style to communicate information, ideas, and emotions (explain how the use of appropriate business and technical language vies authority to a writer's ideas; explain why writers combine plain language and specialized terms in technical writing; describe the effect of the use of concrete and abstract language in a poem).

Prior Knowledge & Skills

- In Activity 1.1, students began to examine the general aspects of a working environment.
- In Activity 1.3, students began their glossaries.
- In Activity 1.1, students used the 5Ws and H chart.

Planning Notes

- Book a computer lab with Internet access.
- Prepare a rubric for self- and peer assessment of group work.
- Prepare a board outline, overhead, or photocopy of the 5Ws and H chart.
- Prepare a location in the classroom to post the mission statements.
- Bring in any mission statements that you have access to, for instance, from the school and board.

Teaching/Learning Strategies

- In this activity, students use tools that will help them complete personality profiles and discover careers for which they are suited. Students examine and reflect on their personal values, abilities, and aspirations (CGE4g).
- Students decide on the workplace/industry that they would like to enter, such as hospitality, manufacturing, foods, fashion, sales, automotive, information, music, and personal services.
- Working in triads, students revisit the 5 Ws and H questions from Activity 1.1 and use them to examine the workplace environment from the perspective of their chosen workplace: Who? (people involved); What? (job description, expectations); When? (hours, part-time, full-time, seasonal); Where? (office, store, outdoors, factory, shop); Why? (why are there different roles?); How? (how does each job contribute to the whole?). Students elaborate on this chart, speculating on the complexities of their chosen job positions. Each student must take notes on the group's responses. A reporter shares the group's responses with the class.
- As a class, and based on each of the group's reports, students discuss the complexities of the working environments that they identified. Follow-up discussion questions include: What role do you, as an employee/worker, have in the creation of a positive working environment? What are the standards of conduct, values, and principles? What are the worker's rights and responsibilities as they apply to the worker and the workplace? Where do you find out about an organization's principles and values? How does your organization support these values and principles? What is a mission statement? What does the word vision mean for you?
- As a class, create a definition of a mission statement, e.g., it is a marketing and motivational tool that focuses the efforts of a group.

- Using the Internet and personal connections, students then, individually or in pairs, find and read examples of mission statements and visions from their school; board; local, provincial, and federal government; and local, national, as well as international organizations and companies.
- Students post the mission statements in the classroom and circle or highlight the words or concepts that are repeated. Students identify the essential components of a mission statement: the purpose (why the company exists), business (what the business does to respond to the clients' or customers' needs), and values (the principles guiding the company). Students are asked if the statements vary according to culture and the expectations of the culture.
- Students choose one for profit and one non-profit organization's mission statement and analyse them according to their essential elements: purpose, business, and values.
- Students write personal responses in their journals that reflect on a company's need for a good mission statement, the elements of a good mission statement, what is revealed in a good mission statement, and what is unique about the Canadian culture that is reflected in Canadian mission statements. Students build on these thoughts in Activity 1.5.

Assessment & Evaluation of Student Achievement

- Diagnostically assess the personality profiles, and formatively assess career searches, and Internet search.
- Formatively assess the collaborative learning activity. Students can self- and peer assess their group contributions and their individual class participation.
- Formatively assess the student's analysis of the mission statement, which prepares them for the summative evaluation in Activity 1.5.
- Formatively assess the personal response journals. These journals prepare students for the summative evaluation in Activity 1.5.

Resources

Career Directions – www.careerccc.org/careerdirections/

EChoices: Your Career Information Community – www.careerware.com/edemo/canada/ecahome.htm

Ministry of Education Career Gateway – www.edu.gov.on.ca/eng/career

National Network for Health: How to Write a Mission Statement – www.nnh.org.tobacco/appe-3-2.htm

Workopolis: Canada's Biggest Job Site – www.workopolis.com/index.html

Activity 1.5: Culminating Activity for Unit 1

Time: 6 hours

Description

Performance Task (Unit 1 culminating activity): This activity consolidates the concepts and skills of the previous activities. Students create a personal mission statement. They examine, in a short essay, how their mission statement can be lived out in their career choice. Students create a visual display of their ideal future work environment (e.g., flex time, charitable participation, safe environment, fair pay, peaceful resolution of issues, sense of ownership, and valued employees). Students present their displays orally to the class. Each student creates an action plan outlining improvements of the communication skills that are required. They will add to this plan throughout the course.

Strand(s) & Learning Expectations

Strand(s): Writing, Language, Literature

Ontario Catholic School Graduate Expectations

CGE2c - present information and ideas clearly and honestly and with sensitivity to others;
CGE4g - examine and reflect on one's personal values, abilities, and aspirations influencing life's choices and opportunities;
CGE5b - think critically about the meaning and purpose of work.

Overall Expectations

WRV.01 - use a variety of print and electronic sources to gather information and ideas and to develop topics for personal, school-related, and workplace-related writing;
WRV.02 - identify the informational and literary forms suited to various purposes and audiences and use the forms appropriately;
WRV.03 - use a variety of organizational structures and patterns to produce coherent and effective written work;
WRV.04 - revise their written work, collaboratively and independently, with a focus on accuracy of information, coherent organization, clear expression, and appropriate voice and style;
WRV.05 - edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate;
LAV.02 - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, with a focus on using specialized language appropriately in interviews, oral reports, and meetings;
LSV.02 - demonstrate an understanding of the elements of a range of forms of fiction, non-fiction, drama, poetry, and informational material.

Specific Expectations

WR1.04 - use information and ideas from prior knowledge, personal experience, and research to develop content for personal, business, and technical writing;
WR2.01 - select and use an appropriate form to produce written work for a specific audience and purpose (outline a study plan or course of action in an e-mail message to a teacher; write a covering letter to accompany an application for a job; use an e-mail format to write a memo for supervisors and co-workers about a new product);
WR3.02 - apply knowledge of essay structure to organize short essays, using:
- an introduction that engages the reader and introduces the topic or controlling idea;
- a body that develops ideas logically and coherently and incorporates supporting examples and anecdotes;
- a conclusion that follows logically from the introduction and body and presents a summary or generalization;

WR4.02 - revise drafts to improve vividness, accuracy, and effectiveness of expression (assess the effectiveness of language in a formal letter of complaint; use feedback from a peer conference to select alternative words and phrases in a poem);
WR5.03 - identify strengths and weaknesses in their writing skills and create action plans to improve these skills for success in careers and the community;
WR5.04 - edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below;

Grammar and Usage: use parts of speech correctly and construct sentences to communicate ideas clearly;
Grammar and Usage: use parallel structure for clarity in lists and instructions;
Spelling: demonstrate an understanding of a variety of spelling patterns, rules, and strategies by recognizing and correcting their own and others' spelling errors;

Spelling: use commonly confused words correctly;
Spelling: use a variety of print and electronic resources to flag possible errors and improve spelling;
Punctuation: use punctuation correctly to achieve clarity in writing;
LA2.04 - use techniques for making effective oral presentations, with a focus on organizing material coherently, choosing relevant examples, using pauses and repetition, incorporating visual aids and technology, providing opportunities for questions, and following accepted protocol at meetings;
LS2.01 - explain how elements of specific forms influence meaning in informational texts (analyse the function of elements such as summaries, diagrams and charts, introductions, and conclusions in various informational texts; explain the importance of elements such as the table of contents, index, and bibliography in informational books).

Prior Knowledge & Skills

- In Activity 1.2, students examined conflict-resolution strategies.
- In Grade 11 English, students examined bias and point of view in media and should be familiar with camera angles and distances as well as editing techniques; however these elements should be reviewed.
- In Activity 1.4, students analysed mission statements.
- Students have experience doing Internet searches in previous courses; they may choose to do an Internet search for photos for the photo essay, brochure, or poster. Students may need to be taught how to download files and to check for copyright permission.
- Some students may have taken media, art, and photography courses in the past.
- Students made oral presentations in previous courses, and they performed a role-play in front of the class in Activity 1.2.

Planning Notes

- Photocopy the rubric and checklist for the culminating activity of this activity, Appendix 1.4 – Rubric for Activity 1.5 and Appendix 1.5 – Checklist for Culminating Activity 1.5.
- Develop a timeline for the assignment.
- Prepare to teach/review the format of a short essay.
- Outline the format for an action plan regarding oral and written communication skills.
- Book a computer lab with Internet access and/or the library/resource centre to obtain graphics.
- If possible, arrange for interested students to have access to cameras to take their own pictures.

Teaching/Learning Strategies

- Review the elements of a mission statement, as discussed in Activity 1.4.
- Review, as a class, the students' analysis of the corporate and non-profit organizations and the differences of their messages.
- Introduce the concept of a personal mission statement (a guiding compass for your life journey).
- Students, like all people, are already living their mission statements, but this activity increases their awareness of their own purpose, "business," and values. They create their own personal mission statements. They could discuss their ideas with people who know them well: friends, family, and employers. Students make use of appropriate resources (e.g., refer back to their glossaries).
- Students revise their mission statement, focusing on grammar, word choice, punctuation, and spelling. Students add the word *jargon* to their glossary and then make sure that they have not used jargon in their mission statement.
- Students reflect on the relationship between their mission statement and their career choice (the workplace focused on in Activity 1.4). Students create a visual display that communicates their understanding of this relationship. Through graphics and text in a photo essay, brochure, or poster, students communicate the positive elements of their chosen workplace that are in alignment with

their personal mission statement, the potential negative elements that challenge their mission statement, and possible resolutions to the negative challenges. For instance, for a student whose mission statement includes a reverence for the life cycle, flex time would be important in order to nurture family life. As well, a student whose mission statement honours multiculturalism could use racism as an example of conflict in the workplace. A student who loves working with people and values relationships may recognize that their nature and skills can enhance the self-esteem of their clients; alternatively, the potential for gossip in this work environment could offend the student's values: to resolve this conflict, the student would need to redirect the conversation.

- In a short essay, students explain the relationship between their mission statement and their chosen career. The essay forms the content of the oral presentation and can include: Mission Statement, The Relationship between my Mission Statement and my Chosen Workplace, The Positive Aspects of the Workplace that will Align themselves with my Mission Statement, The Negative Aspects that Challenge my Mission Statement, and Strategies to Overcome these Negative Aspects.
- Students can import graphics from the Internet, cut them from magazines, copy them from books, bring them from home, and/or create them. Remind students that if they take graphics from the Internet or copy pictures from books or magazines, they need to check the copyright and comply with the requirements for this. They can conduct an Internet search of copyright-free photographs. If they choose to use a photograph that they think may not be copyright-free, they need to be taught how to contact the owner for permission. Then they can indicate the following statement: "permission received to reproduce picture." Students also need to be taught how to cite Internet images in their work.
- The teacher explains the rubric and checklist to students so they are aware of how they will be assessed (Appendix 1.4 – Rubric for Activity 1.5 and Appendix 1.5 – Checklist for Culminating Activity 1.5).
- Students present the visual displays orally to the class.
- Students create an action plan that outlines how they can improve their communication (oral and writing) skills. Students add to this plan throughout the course.

Assessment & Evaluation of Student Achievement

- The visual display, short essay, and oral presentation are summatively evaluated.
- The action plan and oral presentation can be formatively assessed.

Accommodations

- For enrichment, students may take their own digital photographs and edit them using computer technology.
- Students can be given the option of presenting to the entire class or in front of the teacher.

Resources

Career Directions – http://www.careerccc.org/careerdirections/

EChoices: Your Career Information Community – www.careerware.com/edemo/canada/ecahome.htm

Magazines, such as, *National Geographic, Life,* and *People*

Ministry of Education Career Gateway – www.edu.gov.on.ca/eng/career

National Network for Health: How to Write a Mission Statement – www.nnh.org.tobacco/appe-3-2.htm

Pictures for Learning – www.pics4learning.com/pics/

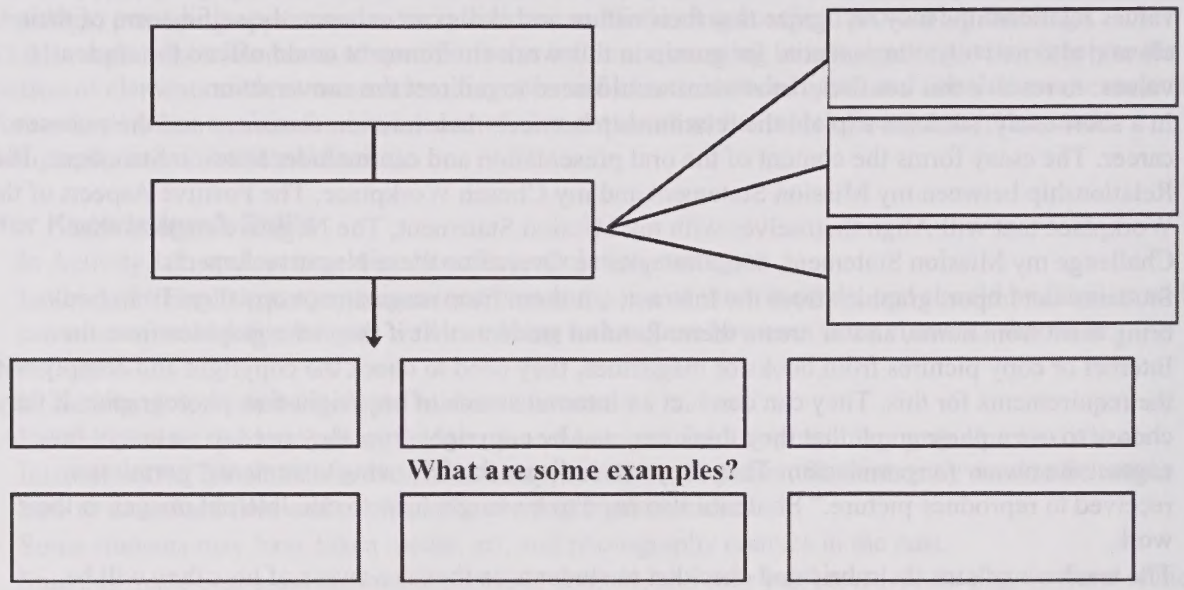
School Art and Religion Departments, arts consultants, media centres, and teacher-librarians

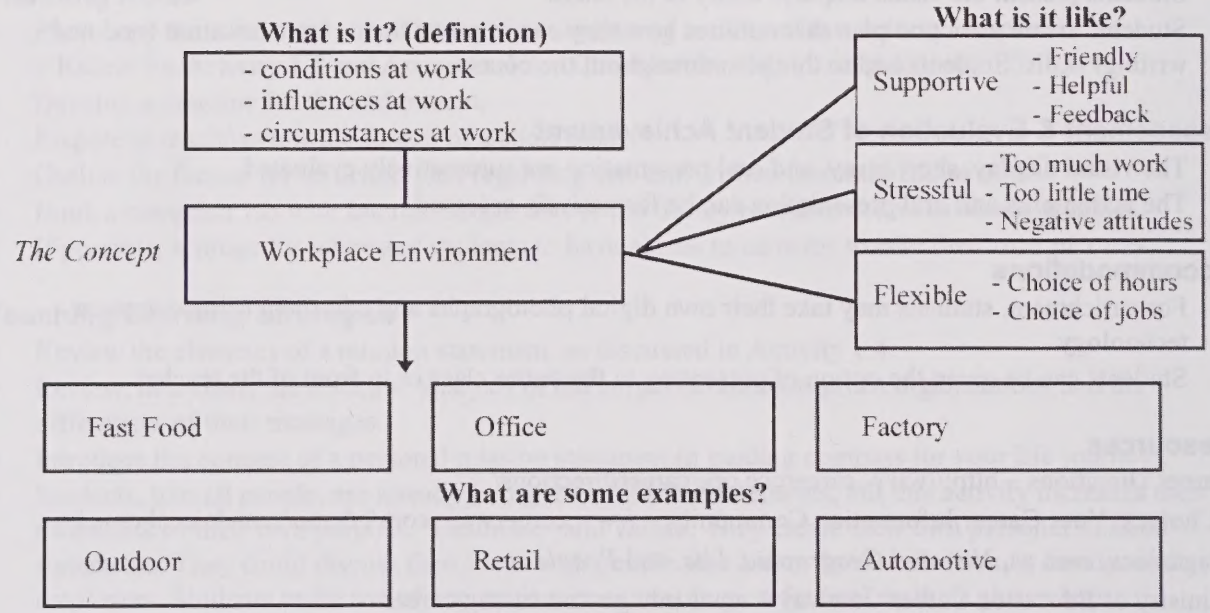
Sebranek, Patrick, D. Kemper, and V. Meyer. *Write Source*. Scarborough: Nelson, 1999.

Workopolis: Canada's Biggest Job Site – www.workopolis.com/index.html

Appendix 1.1

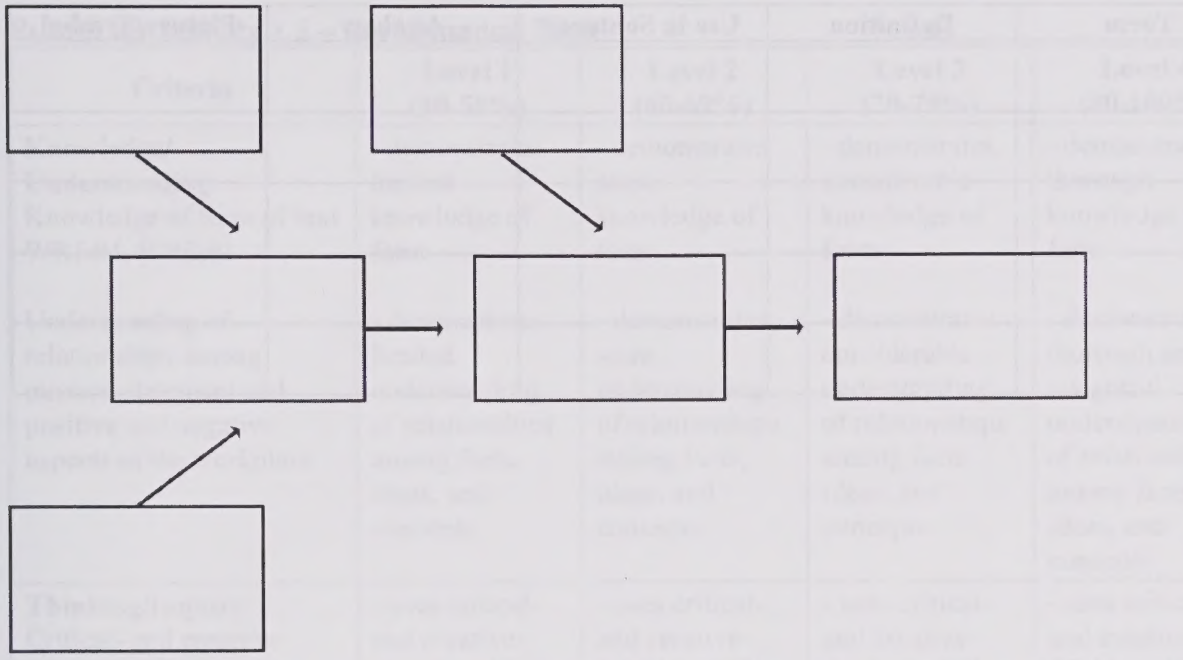
Concept Mapping

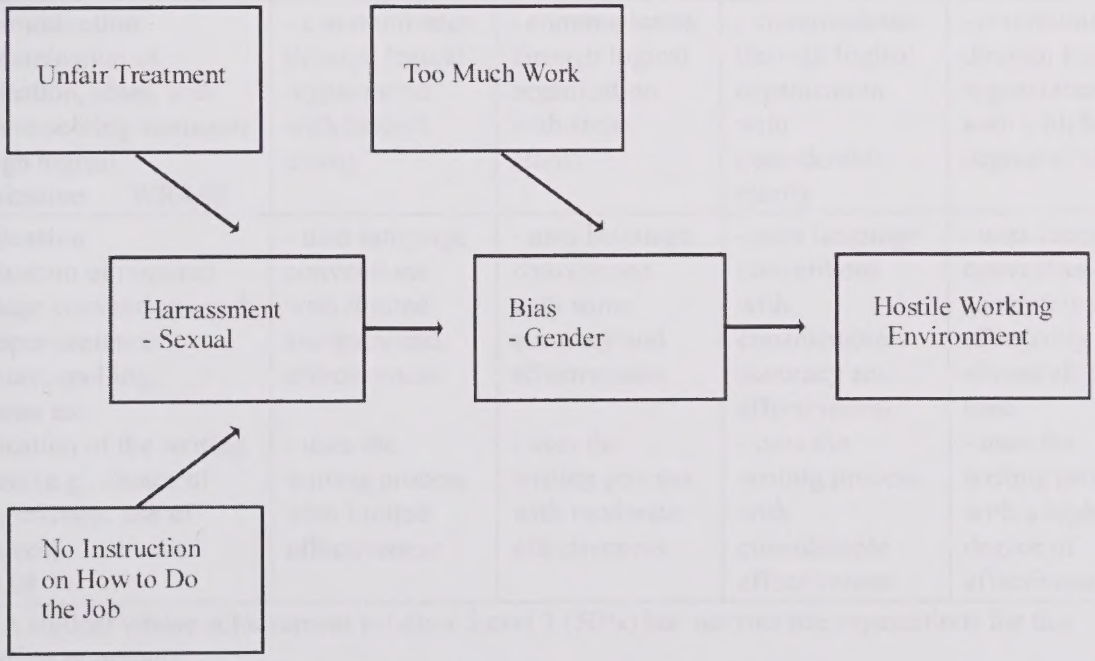




Appendix 1.2

Process/Cause-Effect Map





Appendix 1.3

Glossary of Terms

Term	Definition	Use in Sentence	Analogy	Picture/Symbol

Appendix 1.4

Summative Assessment – Mission Statement, Paragraphs, Visual Display, Oral Presentation, Action Plan

Rubric for Activity 1.5 – Performance Task Name:

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding Knowledge of form of text WR1.04, WR2.01 Understanding of relationships among mission statement and positive and negative aspects of the workplace	- demonstrates limited knowledge of form - demonstrates limited understanding of relationships among facts, ideas, and concepts	- demonstrates some knowledge of form - demonstrates some understanding of relationships among facts, ideas, and concepts	- demonstrates considerable knowledge of form - demonstrates considerable understanding of relationships among facts, ideas, and concepts	- demonstrates thorough knowledge of form - demonstrates thorough and insightful understanding of relationships among facts, ideas, and concepts
Thinking/Inquiry Critical- and creative-thinking skills revealed through reflecting, analysing, and articulating the mission statement and its representation in the workplace WR3.01	- uses critical- and creative-thinking skills with limited effectiveness	- uses critical- and creative-thinking skills with moderate effectiveness	- uses critical- and creative-thinking skills with considerable effectiveness	- uses critical- and creative-thinking skills with a high degree of effectiveness
Communication Communication of information, ideas, and problem-solving strategies through logical organization WR4.02	- communicates through logical organization with limited clarity	- communicates through logical organization with some clarity	- communicates through logical organization with considerable clarity	- communicates through logical organization with a high degree of clarity
Application Application of required language conventions such as proper sentence structure, spelling, grammar etc. Application of the writing process (e.g., choice of topic, revision, use of resources) WR5.04	- uses language conventions with limited accuracy and effectiveness - uses the writing process with limited effectiveness	- uses language conventions with some accuracy and effectiveness - uses the writing process with moderate effectiveness	- uses language conventions with considerable accuracy and effectiveness - uses the writing process with considerable effectiveness	- uses language conventions accurately and effectively all or almost all of the time - uses the writing process with a high degree of effectiveness

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 1.5

Checklist for Culminating Activity 1.5

Mission Statement – I have:	
	included the essential elements (purpose, "business," and values);
	written one paragraph;
	avoided jargon;
	revised for vivid, accurate, and effective word choice.
Visual Display – I have:	
	found/taken pictures that relate to the concepts or issues;
	written cutlines (captions) that clarify how the graphic reflects the concepts or issues;
	organized and arranged graphics and text appropriately;
	created effective and visually-appealing headings;
	added colour and graphics;
	displayed my chosen pictures effectively (e.g., framed them, arranged them on a poster, etc.);
	checked and complied with all copyright requirements for the pictures used.
Essay – I have:	
	shown an understanding of the relationship between my mission statement and positive and negative aspects of the workplace;
	corrected all sentence fragments;
	used proper paragraph format;
	corrected all run-on sentences;
	used punctuation correctly;
	corrected my spelling errors;
	revised for vivid, accurate, and effective word choice.
Oral Presentation – I have:	
	rehearsed my presentation focusing on vocal quality, body language, and eye contact;
	made appropriate references to my visuals.